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ABSTRACT

To assist the Colleges of Health Related Professions and Education of the University of Florida in developing and implementing a competency-based teacher education program for preparing allied health teachers, the Center for Allied Health Instructional Personnel conducted a study which resulted in the development of a structure of competencies related to effective performance as a faculty member in the field of allied health. Project activities consisted of: (1) departmental reviews; (2) committee meetings, in which kinds of abilities essential to teaching allied health were examined and competency statements were developed; and (3) a 2-day conference where the administrative competency statements were evaluated and refined. This report contains the first efforts at delineating objectives to guide program development, including: (1) statements of general program goals; (2) competency area definitions; and (3) competency statements for the areas of instruction, curriculum development and planning, education, administration and supervision, research, community health concepts, and specialty theory and skills. Project staff and students have begun the process of developing more detailed instructional objectives, and there are plans to prepare approximately 50 sample instructional modules. The conference proceedings are available as VT 019 638 in this issue. (SB)

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COMPETENCIES FOR ALLIED HEALTH INSTRUCTORS

edited by

Albert A. Canfield

A Publication
of
THE CENTER FOR ALLIED HEALTH INSTRUCTIONAL PERSONNEL

Combining the Resources
of

The Institute of Higher Education
College of Education College of Health Related Professions

University of Florida
Gainesville, Florida 32601

Under a grant from the W.K. Kellogg Foundation

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A Publication of
The Center for Allied Health Instructional Personnel
A Program in the Institute of Higher Education
University of Florida
Gainesville, Florida

Under a Grant Received from W. K. Kellogg Foundation

COMPETENCIES FOR ALLIED HEALTH INSTRUCTORS

edited by

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December, 1972

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FOREWORD

The four faculty members listed below cooperated in a study process which resulted in the development of a structure of competencies related to effective performance as a faculty member in the field of allied health. That work, reported here, included a series of committee meetings, departmental reviews, and a two-day workshop with a special team of consultants. The competencies identified are thought to apply to any allied health instructor, regardless of the field of specialty.

Helpful suggestions were received from the faculty of the departments of Occupational Therapy, Physical Therapy, and Medical Technology in the College of Health Related Professions at the University of Florida and from Dr. Margaret K. Morgan and faculty members of the College of Education and the College of Allied Health Professions at the University of Kentucky. The consultants who spent two days at the University of Florida reviewing the initial list of competencies were especially helpful in revising and re-wording many of the competencies as currently stated.

The committee takes full responsibility for the statements of competency presented here.

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INTRODUCTION

Many elements in education are being subjected to a variety of concerns about the relevance of their activities. One reaction to these concerns has been to review testing programs in relation to the post-training performance expectations which will confront the student. This concern about performance capabilities has been expressed in an enlargening circle of events including study committees, convention themes, and articles. These approaches have been variously called performance-based, competency-based, or criterion-referenced.

The interest in competency-based curricula has not been without anti-forces, but its growing acceptance as a foundation for the evolution of an educational plan or curriculum can hardly be denied.

The study reported here evolved from an internalized concern that curricula should reflect the practitioner's reality and that an effort to determine the "what ought to be's" might reasonably precede the adoption of any particular set of courses or credit hour requirements for the preparation of instructors in the allied health field.

Competency statements are descriptions of abilities, knowledge, and attitudes thought to be needed by or characteristic of persons holding the positions or doing the work toward which the educational experience is directed. Competency statements are typically more general than behavioral learning objectives, and more specific than the global and general goal statements that characterize the objectives of a total institution.

In Table I, for example, several different possible forms of statements describing goals or objectives at various levels within a college are shown.

Table I

LEVEL	GOAL/OBJECTIVE STATEMENT
College-wide	To provide post-high school educational experiences that will enable the individual to function as an effective and productive member of society.
Individual College or Program Level, e.g., Physical Therapy	To prepare graduate physical therapists who meet or exceed all standards necessary for registration in the field and who feel and express confidence in their ability to function effectively in the health setting.
Course level	To understand the neuro-muscular elements of the human body, identifying their involvement in typical clinical cases.
Unit level	The student will know the neuromuscular structure of the hand, and be able to describe the nerve supply and functions of the hand muscles.
Performance Objective	Given a one-minute color film showing impaired movement of the thumb, the student will, from memory, and before the film clip has ended, identify the specific muscles and nerves involved and the resultant loss of function.

In developing a list of competencies as guides for curriculum development, statements can be written at any level. Those that are too narrow can be combined, and those that seem too large or complicated can be divided.

Statements of competencies needed to function in any field may be derived in different ways, such as the following.

1. Job observation

   Utilizing an open-ended or a carefully pre-designed observation schedule, one observes job incumbents at work noting the specific behaviors in which they engage.

2. Worker interrogation

   Rather than actually observe the work in progress, one may interview persons who do the work or ask them to complete a questionnaire describing what they do.

3. Expert opinion

   By processes of interview and discussion, those considered knowledgeable in the field are asked to specify the kinds of skills, attitudes, and knowledge required to perform effectively in the given area of work. Existing literature may be used.

Each of the methods suffers from an "ignorance" factor. The person watching the work being performed may be, sometimes intentionally, uninformed of the reasons for certain behaviors and may collect objective information on a motion study basis but miss important cognitive and affective variables. In collecting information from the worker, one is likely to encounter an "ignorance" factor concerning the actual amount of information the worker has accumulated over a period of time. In the third method, experts may not be aware of actual requirements, behaviors, or contemporary circumstances.

One advantage of the expert opinion approach is that the expert has been in the actual work environment and may have utilized other methods (performance and observation) for the purpose of assessing the adequacy with which the job is done. However, the other procedures should not be ignored, as they can be utilized to validate, expand upon, and verify the competencies developed through the "expert" approach.

Because graduate education for allied health instructors must serve such a variety of purposes for such a wide variety of people with differing backgrounds, specialties, and interests, the "expert opinion" approach (the one commonly utilized for curriculum development) was adopted.

PROCEDURE

One of the primary objectives of the University of Florida Center for Allied Health Instructional Personnel is to assist the College of Health Related Professions and the College of Education in the development and implementation of an educational program specifically designed for the preparation of allied health teachers.

Dr. Darrel J. Mase, acting as the first director of the Center while serving as Dean of the College of Health Related Professions, was particularly concerned that the project examine the functions that students preparing for careers in allied health would be required to perform. It was his hope that this analysis would be prepared independently of existing curricula. Dr Jerry A. Johnson, Director of the project during academic year 1971-72, a the suggestion of the project advisory committee formed a special ad hoc subcommittee in October 1971 to "develop objectives for graduate programs which are designed to meet the needs of persons who wish to become teachers and/or administrators in the allied health professions". Recognizing that objectives ultimately come from some collection of assumptions, an analysis of the intended occupational activity seemed a logical and meaningful first step. The committee decided to approach the assignment by first examining the particular kinds of abilities, attitudes, values, and skills that they considered essential to effective teacher behavior.

The initial meetings of the committee were devoted to general discussions about the kinds of abilities that seemed essential to teaching in allied health. Statements describing those abilities were developed

in a wide variety of forms. The statements ranged from highly specific descriptions of techniques for handling students in the classroom to very general ones describing a broad and general area of clinical skill. A first summary of these statements, arbitrarily divided into five categories, was distributed to faculty members in the departments of Occupational Therapy, Physical Therapy, and Medical Technology in the College of Health Related Professions at the University of Florida. The process involved individual discussions with faculty and substantial revision through committee discussion. The resulting re-write provided greater consistency in the type and character of the statements included.

That revised list of competency statements was submitted to the curriculum committee of the College of Health Related Professions in January of 1972. That document identified six general program goals and 47 competencies organized into seven major areas as listed below:

COMPETENCY AREA	NUMBER OF STATEMENTS
Instruction	6
Curriculum development and planning	7
Education (general)	7
Clinical Theory and Skills	7
Administration and Supervision	7
Research	6
Community Health Concepts	7

Four additional items were included which described ways in which the student should be expected to grow personally and professionally.

The same statements were distributed at the March 25, 1972 meeting of the six Centers for Allied Health Instructional Personnel funded by the Kellogg Foundation (See Appendix A). Based on the interest expressed at that meeting, the other centers volunteered to review the competencies and rate them as to their desirability and importance.

The Kentucky center got the cooperation of ten faculty members from the colleges of Education and Allied Health who rated each statement. Each faculty member rated the statement on a four-point scale, first as to its desirability and second as to its feasibility of achievement. The ratings reinforced the importance of the competencies identified. For example, in the area of instruction, the competencies typically were judged by eight of the ten faculty to be extremely desirable, while an average of only four faculty members felt them highly feasible.

The statements were then submitted to a group of allied health educators who attended a two-day conference in Gainesville in May, 1972. (The consultants are listed in Appendix B). The competencies were evaluated in depth during the two days, and several modifications were recommended. The four items on personal growth and development were added to the list of general program goals which brought the number of general program goals to ten.

In addition, several refinements were recommended for the clarification of competency statements. One additional competency was adopted for the area of Curriculum Development and Planning; two separate competencies in the area of Administration and Supervision were combined; one additional competency was developed for the area of Research, and two competencies were eliminated in the area of Community Health Concepts. Considerable

discussion centered about the possibilities of re-organizing the competencies into fewer categories, but consensus could not be reached on the specifics of such a re-organization. Additionally, several consultants felt that the competencies would have substantial value only when converted into more definitive instructional objectives.

Following that conference, the committee considered several alternative organizational structures for the competencies, but concluded that seven areas are useable and pertinent as organizing elements for the development of a curriculum to prepare allied health teachers.

The total of these discussions, meetings and conferences - to which so many people have contributed - is presented on the following pages. They represent a tentative and halting first effort at the delineation of the objectives toward which preparation programs for allied health instructors might be directed. These preliminary perspectives can benefit most from critical review and consideration in relation to information yet to be derived from the alternate procedures noted earlier.

Competencies For Allied Health Instructors

GENERAL PROGRAM GOALS

The general goals to be achieved are to prepare teachers who:

1. Demonstrate the ability to select and utilize effective instructional techniques and procedures.

2. Have the ability to function in all aspects of the educational process, from student recruitment and selection through job placement.

3. Perform effectively in the professional role (laboratory, clinic, or educational environment) for which the student is preparing.

4. Relate constructively to the values, feelings, problems, and goals of the students with whom they work.

5. Demonstrate exemplary professional and personal conduct.

6. Work effectively and cooperatively as members of faculty groups.

7. Evidence confidence in their own abilities and a mature awareness and acceptance of their limitations.

8. Maintain an active and continuing interest in their professional fields through reading, attendance at meetings, and publication activities.

9. Continue to develop their abilities to function in the teacher or clinical environments.

10. Find enjoyment and satisfaction in their work.

COMPETENCY AREA DEFINITIONS

1. Instruction

   This area concerns itself with the abilities required to function effectively as a teacher in the professional laboratory, clinic, or educational environment of the student. It is concerned with the effective utilization of the techniques, skills, and attitudes that lead to the development of a productive learning climate.

2. Curriculum Development and Planning

   This area is concerned with the development of learning content, rather than the methodology utilized to achieve mastery of that content. The student will develop the ability to identify and utilize material from a specific subject-matter field as that material is related to the objectives of the program. He will also learn to work effectively and cooperatively as a member of a faculty group.

3. Education

   This area concerns itself with the development of an understanding of the role and function of various types and levels of educational institutions and their general societal purposes. The student will develop a sound and well-articulated appreciation of the individual's role in the total educational process.

4. Administration and Supervision

   This area concerns itself with the development of confidence and a mature awareness and acceptance of personal limitations, and the abilities that enable an individual to perform administratively related tasks with an understanding of their importance in the total supervision of others.

5. Research

   This area is designed to produce an educator who understands the essential requirements of meaningful research and who can read and interpret research reports appropriately.

6. Community Health Concepts

   This area concerns the development of a general understanding of the national health problems and how resources among and within institutions are organized to meet them.

7. Specialty Theory and Skills

This area concerns the need to demonstrate a level of competence beyond that associated with job-entry. It is directly related to the person's ability to function effecitvely in the context of the allied health field for which he is preparing others.

AREA: INSTRUCTION

This area concerns itself with the abilities required to function effectively as a teacher in the professional laboratory, clinic, and educational environment of the student. It is concerned with the effective utilization of the techniques, skills, and attitudes that lead to the development of a productive learning climate. It would include the ability to

1. Maximize the learning climate utilizing objectives, process, evaluation, and feedback.
2. Utilize the most effective instructional materials and techniques to achieve the learning objectives.
3. Operate the equipment needed to produce and present those instructional materials.
4. Prepare appropriately reliable and valid instruments of evaluation which reflect the specified objectives.
5. Develop and maintain effective and productive relationships with students.
6. Create learning experiences that improve skills and influence attitudes, as well as increase knowledge.

AREA: CURRICULUM DEVELOPMENT AND PLANNING

This area concerns itself with the development of learning content, rather than the methodology utilized to achieve mastery of that content. The student would develop the ability to identify and utilize material from a specific subject-matter field as that material related to the objectives of the program. He will also learn to work effectively and cooperatively as a member of a faculty group. The program should produce a graduate who can

1. Understand the role and contribution of differing educational experiences, including the classroom, the laboratory, independent study, clinic, and field.
2. Develop curricula in terms of job requirements for knowledge, skill, and attitudes utilizing task analysis and literature search techniques.
3. Organize curricular experiences into sequential structures which would minimize over-lap and assure logical and meaningful progressions in achievement.
4. Utilize the special abilities of persons in specifically related discipline areas in developing the most meaningful organization and content of learning experiences.
5. Work effectively within the institution's policies and procedures for program and course development and revision.
6. Identify local, state, and national sources from which information may be obtained about new developments, equipment, techniques, and theories in the student's field.
7. Understand the laws and regulations relating to education, including certification, accreditation, and licensure.
8. Understand the current role and future implications of equivalency examinations.

AREA: EDUCATION (General)

This area concerns itself with the development of an understanding of the role and function of various types and levels of educational institutions and their general societal purposes. The student will develop a sound and well-articulated appreciation of the individual's role in the total educational process. The graduate should be able to

1. Explain the objectives of the various types of educational institutions with whom contact will be necessary.
2. Utilize knowledge of common or typical measures of intelligence, interest, and personality in student selection, advisement, counselling, and career guidance activities.
3. Understand the responsibilities and duties of a faculty member in his institution and community.
4. Explain the roles, duties, and functions of group characteristic of the type of institution in which employment is anticipated including governing boards, chief administration officers, major departmental or division heads, faculty and students.
5. Describe the characteristics of students entering programs within institutions in which employment is anticipated.
6. Describe basic educational funding and budgeting processes.
7. Describe conditions of employment in educational institutions, such as tenure, salaries and fringe benefits.

AREA: ADMINISTRATION AND SUPERVISION

This area concerns itself with the development of confidence and a mature awareness and acceptance of personal limitations, and the abilities that enable an individual to perform administratively related tasks with an understanding of their importance in the total supervision of others. The student should develop the ability to

1. Identify the character, purposes, and importance of formal and informal organizational structures, including an identification of the roles, obligations, and accountabilities of the personnel involved.

2. Apply principles of management to the organizational unit toward which the education is directed.

3. Conduct a performance evaluation or review emphasizing the contribution of the relationship to the employee's growth and development and to the achievement of objectives.

4. Understand the major categories into which financial accounting is divided and the institutional rationales for such a structure.

5. Identify major sources of funds for the support of developmental and research programs and effective methods for their procurement.

6. Recognize the student's own personal limitations and strengths in dealing with others in typical job related situations, and to develop plans for the strengthening of his ability to function effectively in the educational environment.

AREA: RESEARCH

This area is designed to produce an educator who understands the essential requirements of meaningful research and who can read and interpret research reports appropriately. This requires that the graduate will

1. Utilize basic statistical techniques in health related and educational research.
2. Interpret statistics as used in graphs, charts and concise and analytical summaries.
3. Select and utilize appropriate research designs.
4. Identify major sources of research in the subject-matter field and demonstrate the ability to accurately evaluate the research reported.
5. Utilize available resources for statistical, computational, and other research consultation services.
6. Describe how the computer and related data processing services can be utilized in the research process.
7. Maintain an active and continuing interest in professional reading, attendance at meetings, and publications.

AREA. COMMUNITY HEALTH CONCEPTS

This area concerns the development of a general understanding of the national health problem and how resources among and within institutions are organized to meet them. The graduate should

1. Understand the concepts of the health team and comprehensive health care as they relate to the needs for and trends in the delivery of health care.

2. Utilize validated techniques to determine community power structure, demographical factors, and health levels as they relate to community health planning and delivery.

3. Know the methods and trends in the financing of health care.

4. Know the federal, state, and local governmental agencies concerned with health care and the legislation controlling their activities.

5. Describe the roles and functions of specific health professionals with whom they will most likely have contact.

AREA: SPECIALTY THEORY AND SKILLS

This area concerns the need to demonstrate a level of competency beyond that associated with job-entry. It is directly related to the person's ability to function effectively in the context of the allied health field for which he is preparing others. This includes

1. Knowledge at the post-graduate level in related areas of behavioral, biological, physical, and related sciences.

2. Knowledge at a graduate level in at least one special content area in the selected health field.

3. Maintenance of emotional control with evidence of emotional stability in the clinical setting -- with colleagues, students, patients, family members, and others.

4. Knowledge of specialty principles and practices and the ability to communicate them effectively, in oral and written form, with a variety of individuals and groups.

5. Recording and interpretation of health histories, personal backgrounds, and laboratory measurements for use in patient care.

6. Development of forms and procedures for the accumulation and reporting of educational or clinical data related to the specialty area.

7. Utilization of appropriate required records as related to law and the regulations of the institution within which employed.

FUTURE PLANS

Utilizing the competencies just described, project staff and students have begun the process of developing more detailed instructional objectives that are necessary to the development of the competencies identified. In deriving those instructional objectives, emphasis will be placed on the specification of performance capabilities. This will require continued efforts to identify specific abilities that can be verified in allied health instructor behavior. Without clear and valid instructional objectives it will not be possible to develop or utilize units or modules of instruction to produce those specific talents.

The two-year objective of the project is to prepare approximately 50 sample instructional modules which would develop the specific abilities subsidiary to the competencies identified. Since the major thrust of the project is most clearly related to the areas of "Instruction" and "Administration and Supervision", most of the sample instructional units will be prepared in those two areas.

As the final step in the project plan, those modules will be distributed for validation in several cooperating institutions so data on the effectiveness of the modules in achieving the desired objectives can be included as an integral part of the instructional unit.

Appendix A

ALLIED HEALTH INSTRUCTIONAL CENTERS[1]

Represented at Gainesville Conference

University of Florida: Center for Allied Health Instructional Personnel, Norman Hall, University of Florida, Gainesville, FL 32601

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Now, Director of Planning, Health Sciences Center, University
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APPENDIX B

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